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ENGLISH LANGUAGE ARTS	MATH	SCIENCE	SOCIAL STUDIES
Reading Standards for Literature	Counting and Cardinality	Forces and Motion	Geography and
Key Ideas and Details	Know number names and the count	Identify positions and motions of	<u>Environmental Literacy</u>
1. With prompting and support, answer	sequence	familiar objects in the environment	Identify location of familiar objects in
questions about key details in a familiar	1. Understand number words as	1. Locate familiar objects in the	the classroom
story.	representing a quantity.	environment	1. Locate areas of the classroom
2. With prompting and support, identify	2. Understand the concept of "one" and	2. Indicate the movement of objects in	2. Locate familiar objects in the
key details in a familiar story.	"more".	the environment to demonstrate motion	environment
3. With prompting and support, identify	3. Count forward using the 1-10	(to include falling to the ground when	3. Use positional and directional words
characters in a familiar story.	sequence.	dropped).	(e.g., in, on, out, under, off, beside,
	4. Write or use an alternative pencil to	-straight	behind) to locate objects
Craft and Structure	write numbers 0-10.	-back and forth	
4. With prompting and support, ask a		-fast and slow	Economics and Financial Literacy
reader about unknown words in a text.	Count to tell the number of objects	3. Use positional and directional words	Identify needs of individual and family
5. Recognize familiar texts (e.g.,	5. Understand the relationship between	(e.g., in, on, out, under, off, beside,	1. Identify the needs of a family
storybooks, poems).	numbers and quantities (0-10); connect	behind) to locate objects	2. Communicate personal needs
6. With prompting and support, identify	counting to cardinality.		
the print as the part of the page to be	a. When counting objects, indicate the	Matter, Properties and Change	<u>Civics and Governance</u>
read (e.g., Show me where I start	number names in the standard order,	Identify objects by their physical	Understand expectations of participating
reading.).	pairing each object with one and only one	properties	in a group
	number name and each number name	1. Identify objects by their physical	1. Demonstrate joint attention with a
Integration of Knowledge and Ideas	with one and only one object.	properties as "same" or "different"	peer
7. With prompting and support, match	b. Understand that the last number name	2. Sort objects by observable properties	2. Follow simple classroom expectations
illustrations with parts of familiar stories.	said tells the number of objects counted.	(including size, color, shape, and texture)	(e.g., keep hands and feet to self, stay in
8. (Not applicable to literature)	The number of objects is the same		your place, do your work).
9. With prompting and support, match	regardless of their arrangement or the	Earth Systems, Structures	
similar experiences of characters in	order in which they were counted.	<u>and Processes</u>	
familiar stories (e.g., both eating, both	c. Understand that each successive	Explore changes when manipulating	
going to a store).	number name refers to a quantity that is	objects	
	one larger.	1. Use objects to make things happen	
Range of Reading and Level of Text	6. Count to answer "how many?"	(cause/effect)	
Complexity	questions about as many as 10 things	2. Compare characteristics of objects	
10. Actively engage in group reading	arranged in a line or a rectangular array;	through observation and action	
activities for a clearly stated purpose	given a number from 1-10, count out that	3. Combine objects to create different	
(e.g., Listen while I read so you can tell me	many objects or indicate the number of	effects	
your favorite part).	objects.		
		<u>Structures and Functions of</u>	
Reading Standards for	Compare numbers	<u>Living Organisms</u>	
<u>Informational Text</u>	7. Identify whether the number of objects	Understand basic categories such as	
Key Ideas and Details	in one group is more, less, or equal to the	plants, animals, people, and objects	
1. With prompting and support, answer	number of objects in another group, e.g., by	1. Identify animate (moving) and	
questions about key details in a familiar	using matching and counting strategies.	inanimate objects	

#### text.

- 2. With prompting and support, identify key details in familiar text.
- 3. With prompting and support, identify individuals, events or ideas in a familiar text.

#### **Craft and Structure**

- 4. With prompting and support, ask a reader about unknown words in a text.
- 5. Identify the front cover of the book.
- 6. With prompting and support, identify the print as the part of the page to be read (e.g., Show me where I start reading.).

#### **Integration of Knowledge and Ideas**

- 7. With prompting and support, match illustrations with parts of familiar text.
  8. With prompting and support, match key information from the text with the topic of the same text (e.g., in a text about trees, match words and pictures of leaves, trunk, and branch to a picture of a tree).
- 9. With prompting and support, match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).

# Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities for a clearly stated purpose (e.g., Listen to the story so you can tell me who the main characters are).

### <u>Reading Standards Foundational Skills</u>

### **Print Concepts**

- 1. Demonstrate understanding of the organization and basic features of print.
- a. Understand that books are read one

### Measurement and Data

## Describe and compare measurable attributes

- 1. Compare the length of two objects using direct comparison.
- 2. Use appropriate vocabulary to describe differences in length (e.g., longer/shorter).
- 3. Use the words, before/after, now/later, soon/never to refer to personal activities and events (time concepts).
- 4. Understand first-then schedule (time concepts).

# Sort objects and count the number of objects in each category

- 5. Identify objects as "same" or "different."
- 6. Recognize similarities and differences between objects (attribute).
- 7. Sort objects according to attribute and count "how many" in sets (1-5 objects per set).

#### Geometry

# Identify and describe shapes (squares and circles)

- 1. Describe objects in the environment using names of shapes.
- 2. Describe the relative position of objects using terms such as in, on, out, under, off to locate objects.

### **Compare shapes**

3. Compare a variety of two-dimensional shapes, in different sizes to describe differences (big/little, small/medium/large).

- 2. Identify plant vs. animal
- 3. Categorize things as plant, animal, person, or object

#### **Ecosystem**

## Use observation skills to attend to the environment

- 1. Use one or more of the senses to shift attention between a person and objects or events
- 2. Describe shared objects and events using attributes (big/small, circle/square, red, green, blue), and location (in, on, out, under, off, beside, behind)

page at a time from beginning to end. b. Understand that print is written left to right. c. Understand that print is written top to bottom. d. Recognize and name 14 or more uppercase letters of the alphabet in context. e. Recognize and name 4 or more lowercase letters of the alphabet in context.		
Phonological Awareness  2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize spoken rhyming words.  b. Recognize the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).  c. Recognize single syllable spoken words with the same onset (beginning sound).		
Phonics and Word Recognition 3. Apply letter name and letter-sound knowledge when decoding words. a. Recognize own name in print. b. Recognize other written words that begin with the same letter as own name. c. Identify written words that start with the same letter in own name. d. Recognize sound of first letter in own name. e. Recognize other words that begin with the same sound as own name.		
Fluency 4. Engage in independent study of books (e.g., studies book pages one page at a time).		

### Writing Standards **Text Types and Purposes** 1. Select a book and use drawing, dictating, or writing\* to state an opinion about it. 2. Select a topic and use drawing, dictating, or writing\* to compose a message about the topic. 3. Select an event and use drawing, dictating, or writing\* to compose a message about the event. **Production and Distribution of Writing** 4. (Begins in grade 3) 5. With guidance and support from adults, add more information to own written message to strengthen it. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **Research to Build and Present** Knowledge 7. Participate in shared writing about: a. familiar topics. b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences). 8. With guidance and support from adults, identify information, objects, or events that relate to own experiences. Speaking and Listening Standards **Comprehension and Collaboration** 1. Participate in communicative exchanges: a. Participate in multiple exchanges with adult communication partners. b. Communicate directly with peers. 2. Answer questions about key details

from books read aloud by others or

presented through other media.		
3. Ask for help when needed.	· ·	
Presentation of Knowledge and Ideas		
4. Identify familiar people, places, things,		
and events.	· ·	
5. Select or create pictures, drawings, or	· ·	
other visual or tactual displays that	· ·	
represent familiar people, places, things,	· ·	
or events.	· ·	
6. Communicate thoughts, feelings, and	· ·	
ideas.	· ·	
	· ·	
<u>Language Standards</u>	· ·	
Conventions of Standard English	· ·	
1. Demonstrate understandings of	· ·	
standard English grammar usage when	· ·	
communicating.	· ·	
a. Use frequently occurring nouns and	· ·	
verbs.	· ·	
b. Understand question words	· ·	
(interrogatives) (e.g., who, what, where,	· ·	
when, why, how).	· ·	
c. Link two or more words together in	· ·	
own communication.	· ·	
	· ·	
Vocabulary Acquisition and Use	· ·	
4. Demonstrate knowledge of new	· ·	
vocabulary drawn from English language	· ·	
arts, math and science content.	· ·	
5. With guidance and support from		
adults, explore word relationships.	· ·	
a. Sort common objects into categories		
(e.g., shapes, foods) to gain a sense of the	ļ	
concepts the categories represent.	ļ	
b. Demonstrate understanding of simple	ļ	
opposites (e.g., hot/cold; day/night,	ļ	
big/little).	ļ	
6. Use words appropriately across context.		